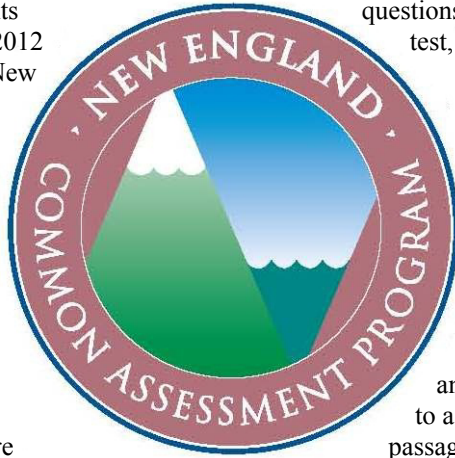


About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: Windham Middle School

District: RSU 14

Code: 3162-1437



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				176	27	15	102	58	41	23	6	3	848	225	14	62	20	4	848	13,745	19	57	17	6	848
MATH				176	29	16	91	52	29	16	27	15	844	225	17	52	17	15	843	13,743	16	45	19	20	842
WRITING				176	29	16	86	49	47	27	14	8	843	225	14	50	29	8	842	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

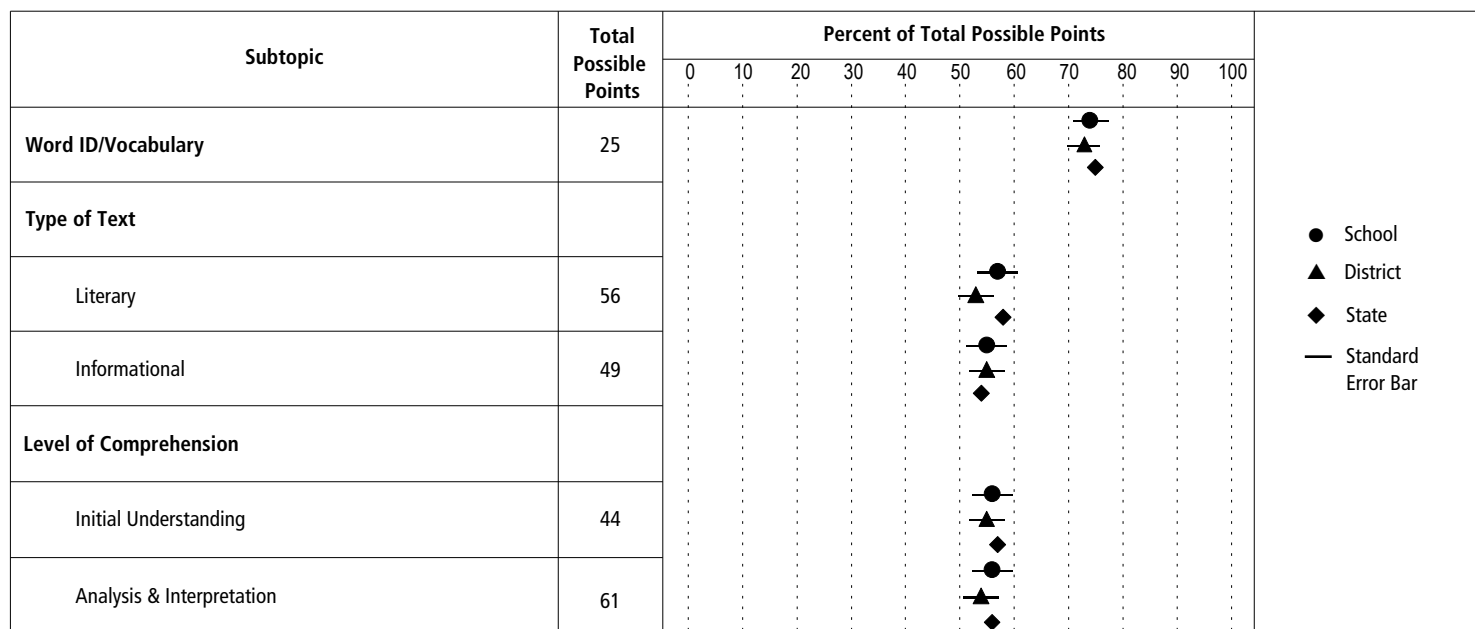
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				207	48	23	115	56	35	17	9	4	850
2011-12				233	48	21	137	59	39	17	9	4	849
2012-13				176	27	15	102	58	41	23	6	3	848
Cumulative Total				616	123	20	354	57	115	19	24	4	849
District													
2010-11				266	59	22	142	53	52	20	13	5	849
2011-12				284	54	19	169	60	51	18	10	4	849
2012-13				225	32	14	139	62	46	20	8	4	848
Cumulative Total				775	145	19	450	58	149	19	31	4	849
State													
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13				13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total				41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				176	27	15	102	58	41	23	6	3	848	225	14	62	20	4	848	13,745	19	57	17	6	848
Gender																									
Male				91	9	10	50	55	26	29	6	7	845	116	10	58	26	6	845	7,099	14	58	20	8	846
Female				85	18	21	52	61	15	18	0	0	852	109	18	66	15	1	851	6,646	25	57	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										2						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						115	3	64	24	8	843
Asian				2										3						195	32	49	14	5	852
Black or African American				2										3						384	8	45	26	21	840
Native Hawaiian or Pacific Islander				1										1						7					
White				164	24	15	100	61	34	21	6	4	848	210	13	65	18	4	848	12,632	20	58	17	6	849
Two or more races				6										6						208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	34	64	2	0	856
All Other Students				172	25	15	100	58	41	24	6	3	848	221	14	62	21	4	848	13,339	20	58	17	6	849
IEP																									
Students with an IEP				30	0	0	6	20	20	67	4	13	835	40	0	28	60	13	836	2,147	2	31	42	26	835
All Other Students				146	27	18	96	66	21	14	2	1	851	185	17	69	12	2	851	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students				72	3	4	37	51	27	38	5	7	842	86	5	57	33	6	843	6,590	10	57	24	10	844
All Other Students				104	24	23	65	63	14	13	1	1	853	139	20	65	13	2	851	7,155	28	58	11	3	852
Migrant																									
Migrant Students				0										0						4					
All Other Students				176	27	15	102	58	41	23	6	3	848	225	14	62	20	4	848	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services				0										0						1,781	11	54	27	8	845
All Other Students				176	27	15	102	58	41	23	6	3	848	225	14	62	20	4	848	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan				14	0	0	8	57	4	29	2	14	841	17	0	59	29	12	841	515	13	61	21	5	847
All Other Students				162	27	17	94	58	37	23	4	2	849	208	15	62	20	3	849	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

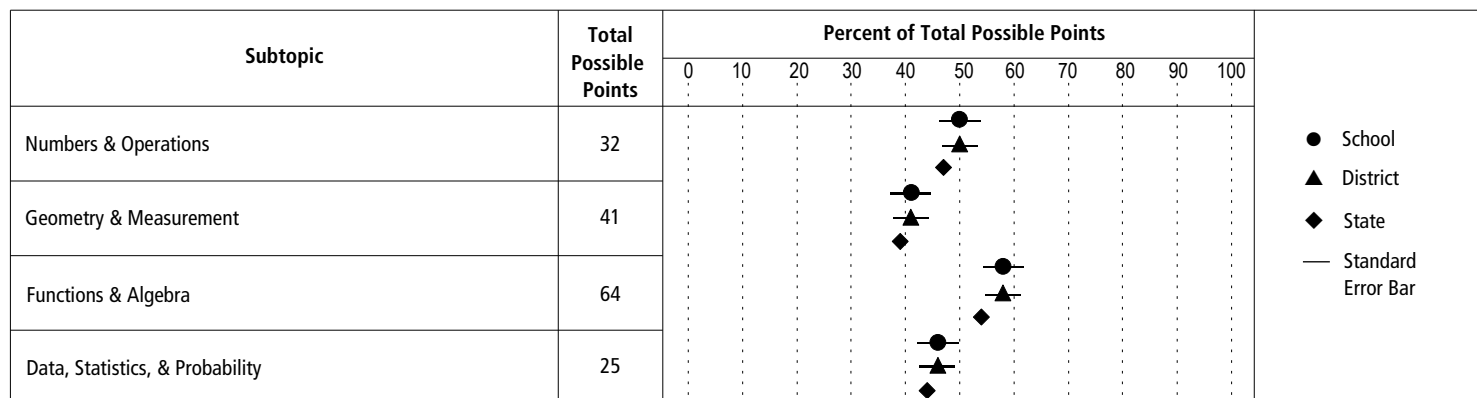
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				208	37	18	93	45	46	22	32	15	843
2011-12				233	58	25	93	40	49	21	33	14	844
2012-13				176	29	16	91	52	29	16	27	15	844
Cumulative Total				617	124	20	277	45	124	20	92	15	844
District													
2010-11				266	50	19	120	45	55	21	41	15	843
2011-12				284	67	24	115	40	66	23	36	13	844
2012-13				225	38	17	116	52	38	17	33	15	843
Cumulative Total				775	155	20	351	45	159	21	110	14	843
State													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13				13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: Windham Middle School
District: RSU 14
State: Maine
Code: 3162-1437

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				176	29	16	91	52	29	16	27	15	844	225	17	52	17	15	843	13,743	16	45	19	20	842
Gender																									
Male				91	12	13	47	52	13	14	19	21	843	116	15	50	15	21	842	7,095	16	44	20	21	842
Female				85	17	20	44	52	16	19	8	9	845	109	19	53	19	8	844	6,648	16	46	19	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										2						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	5	42	27	25	838
Asian				2										3						195	28	43	15	15	845
Black or African American				2										3						389	4	28	20	48	833
Native Hawaiian or Pacific Islander				1										1						7					
White				164	27	16	86	52	28	17	23	14	844	210	17	53	18	13	844	12,626	16	46	19	19	842
Two or more races				6										6						206	13	49	19	20	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						360	3	25	21	51	832
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	16	70	11	2	846
All Other Students				172	29	17	87	51	29	17	27	16	844	221	17	51	17	15	843	13,330	16	46	19	19	842
IEP																									
Students with an IEP				30	1	3	6	20	8	27	15	50	835	40	3	20	28	50	834	2,146	2	16	20	62	830
All Other Students				146	28	19	85	58	21	14	12	8	845	185	20	58	15	7	845	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students				72	4	6	31	43	16	22	21	29	839	86	7	47	20	27	840	6,592	7	39	24	29	838
All Other Students				104	25	24	60	58	13	13	6	6	847	139	23	55	15	7	846	7,151	24	51	15	11	845
Migrant																									
Migrant Students				0										0						4					
All Other Students				176	29	16	91	52	29	16	27	15	844	225	17	52	17	15	843	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services				0										0						1,784	8	33	30	30	838
All Other Students				176	29	16	91	52	29	16	27	15	844	225	17	52	17	15	843	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan				14	1	7	7	50	3	21	3	21	841	17	6	47	29	18	841	513	12	42	25	21	841
All Other Students				162	28	17	84	52	26	16	24	15	844	208	18	52	16	14	844	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Writing Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

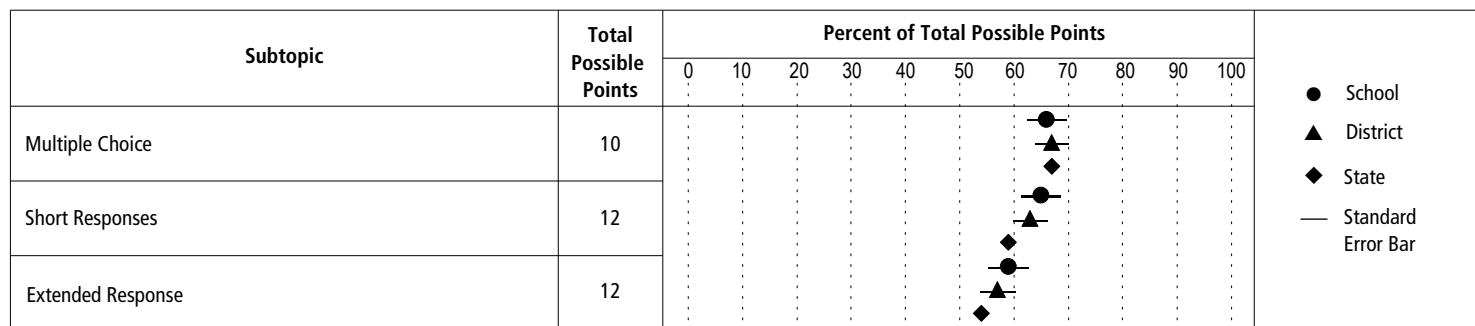
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				205	21	10	96	47	69	34	19	9	840
2011-12				232	22	9	103	44	83	36	24	10	840
2012-13				176	29	16	86	49	47	27	14	8	843
Cumulative Total				613	72	12	285	46	199	32	57	9	841
District													
2010-11				263	26	10	121	46	90	34	26	10	840
2011-12				283	23	8	127	45	105	37	28	10	840
2012-13				225	31	14	112	50	65	29	17	8	842
Cumulative Total				771	80	10	360	47	260	34	71	9	841
State													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13				13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Writing Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				176	29	16	86	49	47	27	14	8	843	225	14	50	29	8	842	13,696	12	46	31	12	841
Gender																									
Male				91	6	7	35	38	37	41	13	14	838	116	6	38	42	14	838	7,068	6	38	38	18	837
Female				85	23	27	51	60	10	12	1	1	849	109	22	62	15	1	847	6,628	18	54	23	5	844
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										2						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	5	30	44	21	836
Asian				2										3						195	16	56	22	6	845
Black or African American				2										3						382	5	37	38	20	836
Native Hawaiian or Pacific Islander				1										1						7					
White				164	25	15	82	50	44	27	13	8	843	210	13	51	29	8	842	12,590	12	46	31	12	841
Two or more races				6										6						204	9	48	28	15	840
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						352	3	36	39	22	836
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										2						44	14	64	20	2	845
All Other Students				172	28	16	83	48	47	27	14	8	843	221	14	49	29	8	842	13,291	12	46	30	12	841
IEP																									
Students with an IEP				30	0	0	4	13	17	57	9	30	832	40	3	10	60	28	832	2,131	1	14	42	43	829
All Other Students				146	29	20	82	56	30	21	5	3	846	185	16	58	22	3	845	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students				72	6	8	27	38	25	35	14	19	839	86	8	38	37	16	839	6,554	5	39	38	18	837
All Other Students				104	23	22	59	57	22	21	0	0	846	139	17	57	24	2	844	7,142	18	51	24	7	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				176	29	16	86	49	47	27	14	8	843	225	14	50	29	8	842	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services				0										0						1,773	7	37	40	16	838
All Other Students				176	29	16	86	49	47	27	14	8	843	225	14	50	29	8	842	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan				14	0	0	4	29	9	64	1	7	836	17	0	29	59	12	835	511	5	39	40	17	838
All Other Students				162	29	18	82	51	38	23	13	8	844	208	15	51	26	7	843	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.